Scholastic Review Report

mCLASS® SEE™

NAME OF SCHOOL

PRINCIPAL'S NAME
SCHOOL NAME
ADDRESS

Overview Summary

Standard 1: CA - Curriculum Alignment

IND#	CA 1.1	CA 1.2	CA 1.3	CA 1.4	CA 1.5	CA 1.6	CA 1.7	CA 2.1	CA 2.2	CA 2.3	CA 2.4	CA 2.5
Evaluation	4	3	3	1	1	3	1	3	3	3	2	1
IND#	CA 2.6	CA 2.7	CA 2.8	CA 2.9	CA 2.10	CA 3.1	CA 3.2	CA 3.3	CA 3.4	CA 3.5	CA 3.6	CA 3.7
Evaluation	2	1	4	1	2	3	4	3	3	3	3	3

Standard 2: TS - Time / Scheduling

IND#	TS 1.1	TS 1.2	TS 1.3	TS 1.4	TS 1.5	TS 1.6	TS 1.7	TS 1.8	TS 2.1
Evaluation	3	3	3	2	2	3	3	1	4
IND#	TS 2.2	TS 2.3	TS 2.4	TS 2.5	TS 2.6	TS 2.7	TS 2.8	TS 2.9	
Evaluation	3	3	3	3	3	3	3	3	

Standard 3: D - Using Data

IND#	D 1.1	D 1.2	D 1.3	D 1.4	D 1.5	D 1.6	D 1.7
Evaluation	2	2	1	1	3	2	2
IND#	D 2.1	D 2.2	D 2.3	D 2.4	D 2.5	D 2.6	D 2.7
Evaluation	3	3	2	3	3	3	3

Standard 4: PD - Professional Development

IND#	PD 1.1	PD 1.2	PD 1.3	PD 1.4	PD 1.5	PD 1.6	PD 1.7	PD 1.8
Evaluation	4	4	4	4	3	3	2	3
IND#	PD 2.1	PD 2.2	PD 2.3	PD 2.4	PD 2.5	PD 2.6	PD 2.7	

Evaluation	2	3	3	3	4	3	3

Introduction

The academic review team visited   on   . Team members included   , AR Coordinator,   , Math Specialist, and   , Office of School Improvement Team Leader. Team members interviewed teachers and administrators and observed in classrooms. Based on the principal input, the team focused on math (warned area) and English.

Team

The leader of the team was:

The other team members were:

Evaluation

Standard 1: CA - Curriculum Alignment

Standard Summary

Indicator Evaluation

SCORE	IND	Indicator Description / Best Practices	DOC	INT	OB
4	CA 1.1	**Findings** Teachers have access to SOL resources, workbooks, and software			
3	CA 1.2	**Findings** School pacing guides are based on the SOL.			
3	CA 1.3	**Findings** Classroom observations included activities that align with the state standards-level of complexity of classroom activities should continue to be monitored.			

1	CA 1.4	
1	CA 1.5	**Findings** Daily lesson plans were not consistently available during the academic review visit.
3	CA 1.6	**Findings** Pacing and mapping are evaluated by core departments and division content specialists.
1	CA 1.7	**Findings** Evidence of vertical teaming was not apparent during the review.
3	CA 2.1	**Findings** Instruction was aligned with SOL during the academic review.
3	CA 2.2	**Findings** Curriculum resources appear to be appropriate; the level of complexity of practice and assessment activities should be monitored.
3	CA 2.3	**Findings** Teachers appear to have appropriate content knowledge.
2	CA 2.4	**Findings** Specific research-based strategies were not observed.
1	CA 2.5	**Findings** Did not observe project-based instruction during the academic review.

2	**CA 2.6**	**Findings** Level of student engagement was inconsistent within and across classrooms during the academic review observations.
1	**CA 2.7**	**Findings** Differentiated instruction was not apparent during the review.
4	**CA 2.8**	**Findings** Students have access to appropriate materials and resources including laptop computers.
1	**CA 2.9**	**Findings** A process for providing feedback to teachers on the alignment of instruction was not presented.
2	**CA 2.10**	**Findings** The monitoring process for curriculum alignment is not consistent across departments.
3	**CA 3.1**	**Findings** Teacher developed assessments are administered regularly, some every 3 weeks, some 4.5 weeks.
4	**CA 3.2**	**Findings** Alignment is verified by division content specialists.
3	**CA 3.3**	**Findings** Test format on benchmark assessments is monitored by division content specialists. Teacher developed assessments may vary from state assessments.

SCORE	IND	Indicator Description / Best Practices	DOC	INT	OB
3	CA 3.4	**Findings** Teachers use various forms of assessment including online and paper pencil.			
3	CA 3.5				
3	CA 3.6				
3	CA 3.7	**Findings** Classroom results are monitored in department meetings and meetings with administrators.			

Standard 2: TS - Time / Scheduling

Standard Summary

Indicator Evaluation

SCORE	IND	Indicator Description / Best Practices	DOC	INT	OB
3	TS 1.1	**Findings** Departments adjust pacing guides based on student performance data.			
3	TS 1.2	**Findings** Block schedule is used to provide a variety of activities.			
3	TS 1.3	**Findings** Block schedule is used effectively			
2	TS 1.4	**Findings** The level of student engagement is inconsistent within and across classrooms.			

2	**TS 1.5**	
3	**TS 1.6**	**Findings** Classroom routines were in place to use time effectively.
3	**TS 1.7**	
1	**TS 1.8**	**Findings** The process for monitoring use of instructional time was not presented.
4	**TS 2.1**	
3	**TS 2.2**	**Findings** The building schedule supports instruction.
3	**TS 2.3**	**Findings** Classroom instruction was not interrupted by announcements, assemblies, or other activities.
3	**TS 2.4**	**Findings** Teachers report adequate time to plan and collaborate.
3	**TS 2.5**	
3	**TS 2.6**	
3	**TS 2.7**	**Findings** Remediation is provided after school and during academic week (with

3	**TS 2.8**	**Findings** Tutoring is provided after school
3	**TS 2.9**	

Standard 3: D - Using Data

Standard Summary

Indicator Evaluation

SCORE	IND	Indicator Description / Best Practices	DOC	INT	OB
2	D 1.1				
2	D 1.2				
1	D 1.3	**Findings** The process for collecting and analyzing data is unclear.			
1	D 1.4				
3	D 1.5	**Findings** Students complete a self assessment of SOL results and monitor their own progress.			
2	D 1.6				
2	D 1.7	**Findings** Training has been provided; follow up may be needed.			
3	D 2.1				

SCORE	IND				
3	**D 2.2**				
2	**D 2.3**	**Findings** Trend data not discussed/presented during the academic review.			
3	**D 2.4**	**Findings** Teachers complete a spreadsheet based on subgroup data.			
3	**D 2.5**				
3	**D 2.6**				
3	**D 2.7**	**Findings** Training provided; follow up may be needed.			

Standard 4: PD - Professional Development

Standard Summary

Indicator Evaluation

SCORE	IND	Indicator Description / Best Practices	DOC	INT	OB
4	**PD 1.1**				
4	**PD 1.2**				
4	**PD 1.3**				
4	**PD 1.4**				
3	**PD 1.5**				
3	**PD 1.6**	**Findings** New teachers are provided ongoing support through the mentor program.			

2	**PD 1.7**
3	**PD 1.8**
2	**PD 2.1**
3	**PD 2.2**
3	**PD 2.3**
3	**PD 2.4**
4	**PD 2.5**
3	**PD 2.6**
3	**PD 2.7**

Conclusion

Develop lesson plan formats that focus on critical areas including alignment with SOL, appropriate levels of complexity and rigor, high levels of student engagement, appropriate use of technology and other priority areas identified by building staff.

Monitor lesson plans and provide support and feedback to teachers as needed.

Provide remediation/intervention activities for students based on results of assessments and other diagnostic tools.

Monitor the effectiveness of remediation/intervention and revise activities as needed.